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ABSTRACT

Presented are materials for evaluating vocational-occupational-technical higher education programs for handicapped students who are mainstreamed alongside non-handicapped students. Included are sample materials designed to implement the theory and principles discussed in a previous work on evaluating occupational programs for the handicapped. The paper contains sections on the following topics: assumptions behind the evaluation; the training of evaluators; evaluation design; instrumentation; and descriptions of tabulation and significance level of the instrument's statistical analysis. A section on variables to be investigated, such as the age and gender of the student and his year in school, includes sample forms (cross-referenced to evaluation items) for recording them. The section on dependent variables (i.e. student records, future plans, and ability to function in the hearing-seeing world) is also accompanied by forms for recording them and is also cross-referenced to evaluation items. (MH)

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EVALUATION ITEMS, NULL HYPOTHESES, AND INSTRUMENTS FOR THE EVALUATION OF OCCUPATIONAL PROGRAMS FOR THE HANDICAPPED

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HIGHLIGHTS
OF THIS DOCUMENT

This document is designed to implement the THEORY and PRINCIPLES spelled out in microfiche ED 129-848: SAMPLE TOOLS AND CONCEPTUALIZATIONS FOR EVALUATING OCCUPATIONAL PROGRAMS FOR THE HANDICAPPED.

Here is an analysis of its contents and where to find the following important components:

The following EVALUATION COMPONENT		Is found on the page indicated below.
I.	The assumptions behind this evaluation approach are spelled out in detail.	1
II.	Traps to avoid are identified and explained in detail. Helpful suggestions are given.	2
III.	A Null Hypothesis is stated.	3
IV.	The Independent Variables are listed.	4
	Each Independent Variable is cross-referenced to an evaluation item.	5
V.	The Dependent Variables are listed.	17
	Each Dependent Variable is cross-referenced to an evaluation item.	18
VI.	The Evaluation Instrumentation is described.	34
VII.	The Tabulation and Significance Level of the Statistical Analysis is described.	35

INTRODUCTION

The following materials are designed for the evaluation of VOTE (Vocational Occupational Technical Education) programs for handicapped students mainstreamed alongside non-handicapped. These materials include:

A. A null hypothesis (evaluation design)
B. Independent variables
C. Dependent variables
D. Research items for each variable

Each research item is on a separate page to enable evaluators to pick and choose those items pertinent to specific evaluation objectives. Such an approach is based upon the following assumptions:

1. No evaluation DESIGN, FORMULA, or MODEL will work in every kind of institution unless the evaluation process is modularized, that is, adoptable in whole or in part.
2. What "works" is different in each situation; many things might work well in one place that are miserable elsewhere.
3. If you try to establish almost anything that is designed, tested, and developed elsewhere, it probably won't work.
4. Once an institution has an idea of something that worked elsewhere, it can find one or two pieces that might be usable locally.
5. It's easier to pick and choose pieces than to start over from scratch; that is, a good literature search should precede brain-storming and proposal writing.
6. For example, many schools have recruited minorities, older women, and handicapped as enrollments of younger students have dropped off. Unfortunately, evaluations of these programs follow the models used with youths. The special needs of newer populations have apparently been ignored.

The following pages have been presented as PIECES usable in PART. Successful users of this material will use them as STEPPING STONES to their own "completely redesigned" evaluation design, formula, or model. This collection doesn't provide ALL THE ANSWERS, but it does suggest one simple and direct way to go about solving the perennial problem of evaluation.

Training Real World Evaluators

Here are a few guidelines designed to make evaluators OBJECTIVE, REALISTIC, PRACTICAL, DOWN-TO-EARTH people. These suggestions tell which traps to avoid and how to avoid them.

TRAP TO AVOID	HOW TO AVOID IT
1. LOWER COSTS. Fight the idea that you can get a great evaluation for nothing, or almost nothing.	1. A brand new idea, tool, calculator, design, technique, form, or process may be great. However, there is ALWAYS a cost. Be careful. Add up the cost BEFORE rushing into a "great money saver."
2. UNTRAINED LABOR. Keep on good terms with the staff that will do the tedious tallying, counting, copying, and transcribing.	2. One small error in copying can mess up expensive computer time. If a blank is filled in with inaccurate data, the statistics can be thrown off kilter. Monotonous tasks must be explained so people see their value; their own value and the value of accurate data.
3. UNDIGESTED DATA. Train your evaluators to realize that the stat-lab is not necessarily the REAL WORLD.	3. Ideas tested in a statistical research design will be retested in the real world. Get involved with people who will use the new idea. Make the link between research and application at the earliest possible stage.
4. UNUSABLE RESULTS. Decide how the evaluation product is to be used early in the game. This step is not as trivial as it seems.	4. Resist the temptation to do as much as possible in the most sophisticated way possible. Even in electronics, some problems can be solved with tubes (remember them?) that would burn out most semiconductors. Some old solutions may turn out to be best.

EVALUATION DESIGN

Mainstreaming Deaf and Blind Students

NULL HYPOTHESIS

There are no significant differences between programs for the handicapped when selected student characteristics (INDEPENDENT VARIABLES) are compared with selected program outcomes (DEPENDENT VARIABLES).

INDEPENDENT VARIABLES

The following independent variables are those to be investigated:

11 AGE OF STUDENT

12 GENDER OF STUDENT

13 YEAR IN SCHOOL

14 CLASS YEAR

15 LENGTH OF TIME IN OCCUPATIONAL PROGRAM

16 HANDICAPPING CONDITIONS(s)

17 DEGREE OF HANDICAPPING CONDITIONS(S)

18 COMMUNICATION ABILITY speech

19 COMMUNICATION ABILITY lipreading

20 READING ABILITY

21 MATH ABILITY

22 WRITING ABILITY

23 OCCUPATIONAL AREA STUDIED

#11 AGE OF STUDENT

This student was born during the month of _____

in the year _____.

#12 GENDER OF STUDENT

This student is

____ male

____ female

#13 YEAR IN SCHOOL

The grade of this student is

____ 9th

____10th

____11th

____12th

____post-graduate

____ungraded

____other; please specify _____

#14 CLASS YEAR

This student is a member of the class of 19__.

#15 LENGTH OF TIME IN OCCUPATIONAL PROGRAM

This student has been in the occupational program since

the month of_____

in the year of ____

#16 HANDICAPPING CONDITION(S)

This student has

____ one handicapping condition which is_____

____ multiple handicaps which are

_____

_____

_____

_____

#17 DEGREE OF HANDICAPPING CONDITION

This student is

____ deaf

____ hearing impared

This student is

____ totally blind

____ legally blind

___

#18 SPEECH

A. The deafness of this student is

____ post-lingual

____ pre-lingual

B. The speech of this student is

____ intelligible

____ difficult to understand

____ unintelligible

#19 COMMUNICATIONS (lipreading)

This student can

____ read lips

____ not read lips very well

#20 READING ABILITY

The reading level of this student is GRADE:

(Circle one): 1 2 3 4 5 6 7 8 9 10-or-higher

as measured by _____.

(Give the name of the exam on the line above).

#21 MATHEMATICAL ABILITY

At the time of entry into program as judged by the math teacher at the school for the deaf (blind), the math ability of this student is:

____ above average

____ average

____ below average

#22 WRITING ABILITY

At the time of entry into program, as judged by the English teacher at the school for the deaf (blind), the ability of this student to communicate in writing is:

____ above average

____ average

____ below average

#23 OCCUPATIONAL AREA(S) STUDIED

The student is currently studying the following occupational area: _____

since _____.

The student has previously studied the following occupational areas:

_____

_____

DEPENDENT VARIABLES

The following dependent variables are those to be investigated:

51 GRADES FROM OCCUPATIONAL TEACHER

52 ATTENDANCE RECORD

53 SAFETY RECORD

54 DISCIPLINE RECORD

55 PROGRESS MADE UNDER OCCUPATIONAL TEACHER

56 ACADEMIC PROGRESS WHILE IN OCCUPATIONAL PROGRAM

57 FUTURE PLANS OF STUDENT

58 RELATIONSHIP WITH HEARING (SEEING) PEERS

59 ABILITY TO FUNCTION IN THE HEARING (SEEING) WORLD OCCUPATIONAL teacher

60 ABILITY TO FUNCTION IN THE HEARING (SEEING WORLD) ACADEMIC teacher(s)

61 ABILITY TO FUNCTION IN THE HEARING (SEEING WORLD) COORDINATOR

62 OPINION OF EMPLOYABILITY (OCCU. teacher)

63 OPINION OF EMPLOYABILITY (ACADEMIC teacher(s))

64 OPINION OF EMPLOYABILITY (COORDINATOR)

65 RECOMMENDATION OF OCCUPATIONAL TEACHER

66 RECOMMENDATION OF ACADEMIC TEACHER

#51 GRADES FROM OCCUPATIONAL TEACHER(S)

The grades this student receives from the occupational teacher(s) are:

____ above average

____ average

____ below average

#52 ATTENDANCE RECORD

The attendance record of this student is

____ above average

____ average

____ below average

#53 SAFETY RECORD

The safety record of this student is

____ above average

____ average

____ below average

#54 DISCIPLINE RECORD

The discipline record of this student has been:

____ above average

____ average

____ below average

#55 PROGRESS MADE UNDER OCCUPATIONAL TEACHER

All things considered, the occupational teacher feels that the progress made by this student is:

____ above average

____ average

____ below average

#56 ACADEMIC PROGRESS WHILE IN OCCUPATIONAL PROGRAM

According to the academic teachers, the progress made by the student in academic subjects during the time of attendance in the occupational program has been:

____ above average

____ average

____ below average

#57 FUTURE PLANS

Next year, this student wants to

____ return to occupational program

____ return to special schoool for the deaf

____ get a job

____ begin post-secondary training at

_____(specify)

____ other; specify: _____

#58 RELATIONSHIP WITH HEARING/SEEING PEERS

The relationship of this student with hearing (seeing) peers is:

____ above average

____ average

____ below average

#59 ABILITY TO FINCTION IN THE HEARING (SEEING) WORLD:

The ability of this student to function in the hearing (seeing) world is:

DEGREE ---------according to the following----------

OCCUPATIONAL TEACHER

____ above average

____ average

____ below average

#60 ABILITY TO FUNCTION IN THE HEARING (SEEING) WORLD:

The ability of this student to function in the hearing (seeing) world is:

DEGREE ----------according to the following----------

ACADEMIC teacher(s)

____ above average

____ average

____ below average

#61 ABILITY TO FUNCTION IN THE HEARING (SEEING) WORLD:

The ability of this student to function in the hearing (seeing) world is:

DEGREE ----------according to the following----------

COORDINATOR

____ above average

____ average

____ below average

#62 OPINION OF EMPLOYABILITY

The employability of this student -- at the current time is:

DEGREE according to the following

OCCUPATIONAL teacher

____ above average

____ average

____ below average

#63 OPINION OF EMPLOYABILITY

The employability of this student -- at the current time is:

DEGREE according to the following

ACADEMIC teacher(s)

____ above average

____ average

____ below average

#64 OPINION OF EMPLOYABILITY

The employability of this student -- at the current time is:

DEGREE according to the following

COORDINATOR

____ above average

____ average

____ below average

#65 RECOMMENDATION OF OCCUPATIONAL TEACHER

The occupational teacher recommends that this student do the following next year:

____ return to occupational program

____ quit occupational program

____ try out work-experience program

____ begin post-secondary training

____ seek job placement

____ go to a supervised workshop

____ other; please specify _____

#66 RECOMMENDATION OF ACADEMIC TEACHERS

The academic teachers recommend that this student do the following next year:

____ return to the occupational program

____ quit occupational program

____ try out work-experience program

____ begin post-secondary training

____ seek job placement

____ go to a supervised workshop

____ other; please specify _____

INSTRUMENTATION

An objective reporting form will be developed.

Multiple choice questions will be used where possible. The multiple choice questions will be in ordinal form wherever possible and appropriate.

This questionnaire will include only information that has been inspected during site visits and is accessible in the given time constraints.

STATISTICAL ANALYSIS

Tabulation: For each independent variable, selected dependent variables will be cross-referenced.

Significance: Selected independent variables will be compared with selected dependent variables to establish the significance of the DIFFERENCE OF PERCENTAGES.